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ABSTRACT

This bibliography contains 468 citations to journal articles and monographs on the role of the nurse in educating the patient or care provider for more involved self-care. Self-care is defined as the deliberate, voluntary practice of activities by individuals in the interest of health maintenance and promotion. A variety of National Library of Medicine (NLM) online files from January 1983 through November 1990 were included in the search of the literature (e.g., MEDLINE, AVLINE, BIOETHICSLINE, CANCERLIT, CATLINE, HEALTH, POPLINE, AND TOXLINE). Selected items have been categorized into the following subject areas: (1) Assessment; (2) Education; (3) Geriatrics; (4) Models; (5) Psychology; and (6) Rehabilitation. A citation appears under only one category. Also included in this bibliography is a sample search strategy for the MEDLINE database and a key to understanding the citations. An order blank has been included for GRATEFUL MED, the microcomputer-based software that provides a user-friendly interface to most NLM databases. (MAB)

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Prepared by Peggie S. Tillman, Ph.D., M.L.S.

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PATIENT EDUCATION FOR SELF-CARE: THE ROLE OF NURSES

Growing concern with health in the general population has resulted in increasing interest in wellness and self-care. Self-care may be defined as the deliberate, voluntary practice of activities by individuals in the interest of health maintenance and promotion. A learned behavior, self-care focuses on purposeful actions initiated and performed to maintain life, health, and well-being. The concept of self-care includes care of dependent members (infants, ill, aged) of the caregiver's group, which is specifically referred to as dependent-care.

In nursing practice, the theories of self-care guide the nurse in the assessment of the patient's self-care demands. Once an assessment has been made, a scheme to enhance self-care activities is designed and implemented. The nurse is guided by theories of self-care to determine whether a self- or dependent-care program is in effect. Ensuring that requirements for care are met is an essential part of providing nursing care.

This bibliography contains citations to journal articles and monographs on the role of the nurse in educating the patient or care provider for more involved self-care. A variety of online files from January 1983 through November 1990 were included in the search of the literature. Selected items have been categorized into six subject areas; a citation appears under only one category.

Thanks are extended to Dr. Doris Bloch and the staff of the National Center for Nursing Research (NCNR) for discussions leading to the selection of this topic.

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SS 2 = (TW) ALL KING# OR ALL OREM#

SS 3 = SELF CARE OR ACTIVITIES OF DAILY LIVING

SS 4 = PATIENT EDUCATION

SS 5 = 1 OR 2

SS 6 = 3 OR 4

SS 7 = 5 AND 6

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SAMPLE CITATIONS

Citations in this bibliographic series are formatted according to the rules established for *Index Medicus*®. Sample journal and monograph citations appear below. For journal articles written in a foreign language, the English translation of the title is placed in brackets; for monographs, the title is given in the original language. In both cases the language of publication is shown by a three letter abbreviation appearing at the end of the citation. Note also that a colon (:) may appear within an author's name or article title. The NLM computer system automatically inserts this symbol in the place of a diacritical mark.

Journal Article:

Authors — *Article Title*

DiFlorio IA ; Duncan PA. Design for successful patient teaching.
MCN 1986 Jul-Aug;11(4):246-9

Abbreviated Journal Title — *Date* — *Volume* — *Issue* — *Pages*

Monograph:

Authors/Editors — *Title*

Steiger Nancy J. ; Lipson, Juliene G. Self-care nursing: theory & practice.
Bowie, MD: Brady Communications Co.; 1985. 326p.

Place of Publication — *Publisher* — *Date* — *Total No. of Pages*

TABLE OF CONTENTS

	page
Assessment	1
Education	3
Geriatrics	8
Models	9
Psychology	14
Rehabilitation	17

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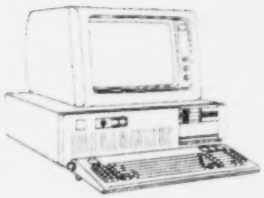

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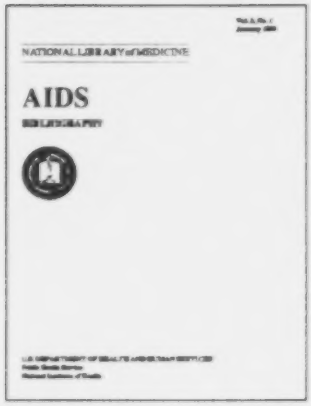

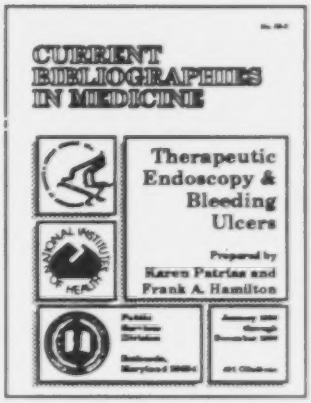
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